DOCUMENT RESUME

ED 295 440 FL 016 614

AUTHOR Kleykamp, David L.
TITLE Ten Lectures in International Finance: An Approach to Teaching Business Mandarin.
PUB DATE Apr 86
NOTE 55p.; In: Proceedings of the Fifth Annual Eastern Michigan University Conference on Languages for Business and the Professions (see FL 016 586).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Business Communication; Communication Problems; Comparative Analysis; Course Content; Course Organization; Finance Occupations; Foreign Countries; *Ideography; Instructional Materials; *Intercultural Communication; *International Trade; *Languages for Special Purposes; Language Usage; Language Variation; Literature Reviews; *Mandarin Chinese; Romanization; Second Language Instruction; Uncommonly Taught Languages
IDENTIFIERS China; Taiwan; United States

ABSTRACT

The construction of an intermediate course in Mandarin Chinese for business purposes is discussed. Following an introduction in part one, part two considers the progress of trade relations between Taiwan, the People's Republic of China (PRC), and the United States. Part three gives a brief review of materials already in print that might help in the formulation of a course in Business Mandarin. The fourth part highlights possible difficulties due to different usage in Taiwan and the PRC, in both written and spoken communication. Issues surrounding romanization and the use of "simplified" Chinese characters are discussed. Part five contains a general discussion of 10 proposed lessons on international finance. The lessons (in Chinese) and two Chinese/pinyin/English glossaries are appended. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED295440

TEN LECTURES IN INTERNATIONAL FINANCE: AN APPROACH TO TEACHING BUSINESS MANDARIN

Dr. David L. Kleykamp
Assistant Professor Economics

Department of Economics
Eastern Michigan University
Ypsilanti, Michigan 48197 U.S.A.

(313) 487-0279

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Cgroght

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL016614

BEST COPY AVAILABLE

1. Introduction

As Americans stand poised to enter the twenty-first century, a new and unsettling vision of the future has arisen. A monumental challenge to domestic economic well-being has appeared, arresting Americans from their complacency. The progenitors of this challenge are the countries of East Asia, with Japan cast in the leading role. International trade and finance, a subject formerly relegated to the obscure back pages of American macroeconomics texts, has become an anxious focus of study and a painful cynosure of public policy. An ominous feature of this economic phenomenon is that the apparent confrontation to American competitiveness is being mounted by cultures wholly unfamiliar to American business. The markets of East Asia appear hopelessly isolated, impenetrable, inaccesible to all but the most persistent of business enterprise. Along with this national dilemma comes the gnawing awareness that a necessary penultimate step of redressing our fundamental trade imbalance, is the embracing of oriental cultures, and in particular, the mastery of the esoteric and idiosyncratic languages of East Asia.

The purpose of this paper is to contribute, in a small way, to the general movement towards understanding Asia in a more pragmatic sense. In particular, this paper seeks to investigate the problems surrounding the construction of an intermediate course in business Mandarin; the spoken language of about seventy

Document missing page 16--as received by Facility.

percent of the Chinese population (and now the official language of Singapore).

The paper is constructed as follows; Section 2 considers the progress of trade relations between Taiwan, the Peoples Republic of China (PRC) and the U.S.. Section 3 deals with a short review of materials (non-exhaustive) already in print which might help in the formulation of such a course. Some of the materials are published only in Chinese. Section 4 highlights possible difficulties which can arise due to different usages in Taiwan and the PRC, both in the written and spoken modes of communication. The issue of alphabetization is addressed, as is the controversy regarding the usage of the so-called "simplified" characters. Section 5 contains a general discussion of a selected number of the ten lectures in international finance which may be found found in an appendix to the paper. Section 6 concludes the paper.

2. The Economic Reality of China

Perhaps the most startling figure found in the current U.S. trade statistics is the enormous trade deficit that the U.S. is running with Taiwan. For the year 1984, the Bureau of Economic Analysis of the U.S. Department of Commerce estimated that Taiwan's export surplus to the U.S. was about $10 billion. This is equal to the same figure for France and the Federal Republic of

Germany combined, though Taiwan has less than one fifth of the combined population of those two great European industrial competitors. How does one account for this? Why is the trade deficit with Taiwan exacerbating, even though the New Taiwan dollar is relatively fixed in value vis a vis the U.S. dollar and, even though Taiwan s per capita income is rising faster than that of the U.S.[1]? Is this prima facie evidence that Taiwan is engaging in protectionism? Complete answers to these questions cannot be addressed in this paper since, in addition to being what we are proposing, they are justifiably problems of law and economic analysis. We can however surmise that much of the trouble with the trade imbalance is due to the Other Great Wall of China, the Language Wall.

The Taiwan trade surplus spoken of above represents the most dramatic of the U.S. trade problems with the Chinese, but it should be recognized that Hong Kong, Singapore and the PRC are increasingly visible competitors. The U.S. government has made it clear that trade with the PRC is of national concern[2]. In the Economic Report of the President 1984, the Council of Economic Advisors grimly warned of the possible reciprocation to U.S. protectionism when it said

"... China has indicated that if the United States cuts off imports of textiles from it, China will cease purchases of agricutural . products from the United States" (p. 59)

Furthermore, a casual inspection of the trend in exports from the PRC relative to imports shows that the U.S. is secularly buying more from the PRC than it is selling. In 1980 for example, net exports to the PRC amounted to ($3,755M - $1,054M) = $2,701M, while in 1983 this figure dropped so much so that it reversed its sign to ($2,173M - $2,244M) = -$99M, indicating a serious deterioration in U.S. net sales to the PRC. One should remember that the adoption of a policy of deliberate trade surpluses by a country such as the PRC is often done in order to accumulate foreign reserves. However, such reserves must eventually be spent if the policy is truly aimed at increasing the welfare of the foreign country accumulating the reserves. It is a matter of serious concern that the U.S. has not been able to capitalize on the Chinese disbursements, when they have occured.

When one speaks of the Other Great Wall, one should include the cultural, geographic and legal barriers which serve to make trade with China (esp. Taiwan) a one way street. Moreover, the emphasis on English as a second language in China, as well as a growing pool of well-trained, sophisticated Chinese foreign students in the U.S. who have assimilated American culture, has only served to promote a uni-directional flow of trade from China to the U.S.. Asians have ostensibly been very quick to adopt to

changing Western styles of life, and have been doggedly persistent in their attempts to penetrate U.S. markets. U.S. business, on the other hand, has been reluctant to open foreign offices and obtain subsidiary corporations in Taiwan and have generally refused to send representatives to study Chinese business law, language and institutions. The International Trade Commission of the U.S. Department of Commerce advised in 1981, in its publication Marketing in Taiwan,

> " While price is extremely important in selling to Taiwan, financing, delivery and after-sales service also are highly important. American firms that pay attention to these considerations and pursue opportunities aggressively will secure growing sales in the Taiwan market and assist the United States in balancing its unfavorable bilateral trade account. "

It seems unimaginable that the U.S. business community could possibly pursue "financing, delivery, and after sales service" in Taiwan wthout developing first a thorough understanding of Mandarin Chinese, spoken within the business context, as well as a solid knowledge of Chinese needs, tastes and preferences. What is

truly needed is a commitment by American business to the development of a marketing infrastructure for China.

Finally it should be remarked that as of 1983, Taiwan imported twenty percent more in value from Japan than from the U.S.. This is not surprising, since Japan is very close geographically. However, Japanese business has benefited from the older Taiwanese clientele, many of whom speak fluent Japanese due to the fifty year occupation of Taiwan by the Japanese, which ended in 1945. One might project that as younger Taiwanese rise to take the places of the older establishment in Taiwan, the strength of the Japanese in securing sales to Taiwan will be diminished. At that time, a window of opportunity will exist for those U.S. business leaders familiar with Mandarin and Chinese business law.

3. A Short Survey of Literature and Support Materials

A. Texts on the Chinese Language

It is difficult to find literature concerned specifically with the instruction of business Mandarin[3]. The Chinese government, in 1982, recognized this void and subsequently produced the text Chinese 500. We will discuss this text in some detail below, however, we should say that in the first instance,

this book could never serve as a text in an American classroom aimed at the intermediate level. The reason for this is that the book is more or less a sophisticated phrase book for foreign business persons who have a reasonable command of written Chinese, especially the simplified characters of the PRC. This book should be seen as having broken the ice for more sophisticated versions to come.

The usual texts of written Chinese instruction used in American universities (e.g. the DeFrancis series) provide a comprehensive course in everyday Chinese, but do not focus on the specialized terms of business. As a result, so much effort is made at providing the students with a strong literary foundation, there is a resulting natural inertia on the part of the student to study Chinese from the historical, literary and sociological vantage, rather than from the more mundane business perspective[4]. It is from this inertia that we wish to free ourselves, in a pragmatic, and not philistine, manner. This is very difficult because the Chinese have never really considered business a subject worthy of academic concern. Publications unifying economic terminology, law and typical business practices are scarce in China.

To its credit, the beginning and intermediate texts of the DeFrancis series concentrate on providing the student with flexible combinations of characters and not simply naked, isolated ideographs. Moreover, there are indeed quite a few economic terms found in the two texts which are essential for learning business Mandarin. These terms are listed in Appendix I, along with their

familiar Pin Yin spelling and translations. Appendix II contains the same lists but for the Modern Chinese: A Basic Course and Modern Chinese: A Second Course texts, produced by Harvard-Beijing. The Harvard-Beijing text is a grammar and does not attempt to substantially build the student's vocabulary quickly. The lists are therefore much shorter for the Harvard-Beijing text than for the DeFrancis series. Both of the sources represent perhaps the finest materials in the country for teaching standard Chinese. Still, they do not provide anything more than a basic foundation for the study of business Mandarin. The vast majority of business terminology is simply not presented.

In the early 1950's, Yale University Press, realizing that a need existed for a quick introduction to Mandarin Chinese, published a revised version of the original 1948 Speak Mandarin text, workbook and teacher's manual. This "language kit", as it is called by its author, was produced to allow considerable fluency to be acheived in a relatively short period. The text was confined to spoken Chinese with reading skills to be developed in Read Chinese: Book I, II, and III. However, none of these texts deal with the subject of business outside of the situation of simple consumer purchases in the marketplace.

Princeton University and Middlebury College have developed a set of lecture notes for intermediate Chinese, but once again the emphasis is away from business rather than towards it. One of the advantages of these (unpublished) lecture notes is that they show passages in both simplified and complicated characters, side by side, so that they may be easily compared. This is perhaps

preferable to the inclusion of simplified versions at the end of the text, which the DeFrancis series chooses to do.

We now wish to address the content of the Chinese 500 text spoken of above[5]. The authors of this text (the Beijing Language Institute and the Beijing Institute of Foreign Trade) claim,

> " This course is designed to increase foreigner s ability to express themselves orally in their business talks with their Chinese counterparts"

The lessons in this text are arranged in such a way that they proceed through what is normally considered business negotiations between foreigners and Chinese. The text is to be commended for having limited itself to the practical issues involved in business negotitations. It is to be faulted in the sense that it restricts itself too much to simple sentence construction, and thus, the student is constrained to a given pattern of communication. Moreover, few if any of the important institutions are developed within the set of lectures. The text simply provides a list of the various trade corporations and organizations operating in the PRC. There is little or no terminology dealing with economics as a subject. Rather, a set of carefully chosen terms from the jargon of business negotiations are arranged throughout the text, circumscribing the study of the student of Chinese business. The title of the book indicates that the text is centered about 500 pattern sentences which would be convenient and practical to

learn. The course offered by Chinese 500 contains one thousand words and expressions for special purposes. Each lesson consists of twenty-five pattern sentences dealing with a particular topic, followed by some practice dialogues. Following this there is a very useful section on grammar and usage of words and phrases employed in the sentences. After that comes a list of new vocabulary. There is almost no explanation of the institutional structure of trade. References for such information will now be given below in section B dealing with support materials.

B. Support Materials in Business Mandarin

This section is concerned with discussing some of the more important studies and handbooks which would be useful in any course in business Mandarin and business practices in China (esp. Taiwan). We will specifically exclude here business dictionaries which merely translate from one language to another, and concentrate instead on just those sources which would provide detailed information on doing business in China. It is around such materials that a competent instructor in business Mandarin would be able to build a meaningful course, blending together technical terminology, documentation, legal aspects of Chinese business and linguitic protocol. The subject of business and economics dictionaries will be taken up in section C.

A very valuable resource for constructing any course in business Mandarin is the Foreign Trade Handbook of Taiwan (Wai Hui Mao Yi Shou Ce), which is published in Chinese and is revised

only at certain times. This handbook, being published in Taiwan, uses complicated characters rather than the simplified characters typically used in the PRC. Since Taiwan has maintained a strong trading relationship with the U.S., it has naturally built up a much more sophisticated marketing (exporting) infrastructure than has the PRC. The 1961 edition of the Foreign Trade Handbook included many sample documents (e.g. letters of credit, bills of lading, insurance documents, etc.), and also provided some English translations, albeit very poor translations. The 1965 edition of the handbook changed considerably[6]. The entire structure of the book was contracted, with all documents being deleted, as well as all English translations. It should be remarked that this reference source would be hard to obtain in the U.S., and therefore the interested instructor should request it through the publisher in Taiwan.

Another very useful source, which having been published in 1984 is perhaps the most current catalog of information available, is the Jin Chu Kou Mao Yi Yu Ying Hang Ya Hui (進出口貿易與銀行押滙). This work is a thorough text dealing with all financial and legal aspects of doing business with Taiwan. It is particularly strong in its discussion of the use of letters of credit, along with a survey of the enormous diversity of such documents. The text is a book written in Chinese for the serious (Chinese) student of Taiwanese business, however one finds exellent translations of certain passages and selected terminology. There are, in addition, sample documents which aid the general discussion. This book is a must for any

instructor who needs a current reference on Taiwan business procedures , and as such, could be considered as a candidate for a text in a class on Chinese business.

One source, which may be of peripheral use to the instructor of business Mandarin, is the China Business Manual 1981: A Comprehensive Guide to China's Political, Economic and Trade Organizations. This reference book lists all of the major institutions which are important to the businessperson doing trade in the PRC. The book does not attempt to say anything about Taiwan, since the publisher is an organization promoting two way trade between the U.S. and the P.R.C. One problem, noted in this publication, is that when translations are made of institutional names, there is always the danger that the translated names do not uniquely identify the organization. Thus, it may be difficult to tell if one is considering one Chinese corporation with two translated names, or two corporations each with their own specifically translated names. The China Business Manual is intended to help corporations in the U.S. contact their Chinese counterparts. It therefore seems that this manual would be of limited value in the classroom.

Another good source, though not very detailed , regarding the problem of trading with Taiwan is the Guide to Doing Business With the Republic of China (in English). This small pamphlet discusses the various trade issues which any business would be considering when contemplating trade with the Taiwan.

C. Dictionaries

A full list of useful dictionaries is contained in an appendix to the paper. One interesting but also somewhat vexing phenomenon is that some of the Taiwanese dictionaries have been duplicated by the PRC, and vice versa. This makes it at times difficult to locate where exactly the original dictionary was published (since publishers are not noted in these cases). The dictionaries contained in the appendix are those found in the Library of Congress in Washington, D.C.

4. Basic Course Construction

In this section, we wish to discuss some of the basic problems which would surround the construction of a course in business Mandarin, along with suggested resolutions of such problems. We will focus upon two major areas. The first area is how to deal with differences which exist in the spoken and written Chinese of Taiwan vis a vis that of the PRC. The second area concerns the subjects which should logically be included in any course in business Mandarin. We will focus on institutional details and documents which should be emphasized in the class. The guiding principle will be that only the most essential institutional details and terminology will be presented. Finally in this section, a reasonable goal of success for such an intermediate course in business Mandarin will be considered. It

should be obvious that one cannot expect an immediate fluency on the part of students, nor can one expect students to remain in a constant state of preparation. A resolution to this will be presented, and a measure of success proposed.

A. Taiwan-Mainland Differences in Usage

The most pressing decision facing anyone who wishes to construct an intermediate course in business Mandarin is whether to adopt simplified or complicated characters. Taiwan uses the complicated characters, while mainland China uses the simplified versions. The DeFrancis series has elected to use the complicated characters as the medium of education in basic Chinese leaving simplified lectures to an appendix. The Beijing-Harvard series, having been developed by the faculty at Beijing University, uses only the simplified version. It seems reasonable that a business Chinese course should conform with the general instruction of Chinese language at the school in question.

From a business perspective, it must be recognized that Taiwan's trade relations with the U.S. dominates that of the PRC's trade relations with the U.S.. Therefore, from a short run point of view, it seems logical to first master the complicated characters of Taiwan. The simplified characters may be of more use in the longer run, after the PRC has had an opportunity for greater investment to appear and for more trade institutions to form. One approach to this problem is for the student to first

master the complicated characters, with the simplified characters being learned later at a faster pace.

Accompanying the problem of simplified versus complicated characters is the issue concerning which form of romanization of Chinese characters to use. Many of the texts which are more oriented to Mainland China employ the official romanization known as Pin Yin. There are several other forms however, and unfortunately, Taiwan has not officially adopted any particular one of these alternatives (they generally use a special symbolic pronounciation guide). Yale (耶魯大學式) Wade-Giles (威妥瑪式) and Gwoyeu-Romatzyh (國語羅馬字) are three such alternatives often found. An example of how different these can be is seen by the following:

真 { jen (Yale)=(Gwoyeu-Romatzyh)
zhen (Pin Yin)
chen (W-G)

The alphabetizing of Chinese is important since this is how Chinese translate proper nouns, especially personalities and cities. It cannot therefore be blithely ignored. Again one may seek a solution which displays continuity with the regular program in Mandarin. For example, if the DeFrancis series is being used as the standard textbook in the introductory Chinese courses, then Pin Yin would be the most logical choice. However, one cannot ignore the fact that a business Mandarin course will no doubt center itself on Taiwan business and therefore Pin Yin would be

		Taiwan	PRC
1.	letter of credit	信用狀	信用證
2.	government bond	政府債券	國庫券
3.	capital	資本	資金
4.	loan	借款	貸款
5.	time draft	定期滙票	遠期滙票
6.	letter of guarantee	擔保書	保證函
7.	joint venture	共同投資	合資經营
8.	business	商業	交易
9.	order	訂貨通知	訂单
10.	offer (price)	發價	報價

An important point to be made here is that if a student is seeking to learn business Mandarin actively, to use in business conversations and negotiations, then it is not terribly important to learn both Taiwan and Mainland terminology. If, on the other hand, the goal is a strong reading comprehension of documents and, more importantly, business publications, then the student must capitulate and learn both. This is a formidable task and the student must be prepared to work at it over many years.

With these differences in mind, it appears that there still exists a type of dilemma surrounding the planning of such a course. The instuctor must yet decide whether Taiwan economics or PRC economics will be stressed. There seems to be no simple way

to avoid this problem if an in-depth course is to be developed. One may argue that Taiwan has only 18 million people and thus, cannot compare with the ultimate economic might of Mainland China. Yet, as was discussed in Section 2 of this paper, Taiwan is currently of much greater significance to the U.S. economy, running persistently high current account surpluses with the U.S.. Such surpluses dwarf total two way trade between the U.S. and the PRC. Moreover, Taiwan's per capita income is high enough that U.S. goods are very marketable there, as opposed to the low income dominated market of the PRC.

B. The Relevant Objects of Study

In this subsection, we will be concerned with the various topics, documents and protocol which would be appropriate in an intermediate course in business Mandarin. Of great importance are the business and international trade documents since these contain the bulk of useful vocabulary. Protocol here is meant to refer to the conditions surrounding the proper introduction of one's product and company within Taiwan or the PRC. Under such a heading would fall the topics of how to effectively advertise within Taiwan (e.g. the appropriate medium for such advertising), how to negotiate over price and also, how to deal with government regulations (esp. when dealing with the PRC). Chinese 500 has some useful dialogues and representative phrases although geared towards a PRC framework.

When dealing with Taiwan, perhaps the best source of information on regulations and controlled imports is the Mao Yi Shou Ce, although information such as this is very hard to obtain in any detailed way. Government restrictions have the tendency to change from year to year. Not only are medical products and agricultural products subject to restraint, but paper products, especially those with writing on them, must be cleared through the appropriate screening board before being released to the public.

Below is a basic list (nonexhaustive) of the various documents which are required in the conduct of international trade in Taiwan. A few of these documents are dicussed in the lectures in the Appendix[7].

1. letter of credit
2. bill of lading
3. time and sight draft
4. commercial invoices
5. insurance documents
6. application for foreign exchange
7. import statement and guarantee bond
8. import permit for controlled commodities
9. certificate for export
10. application for inspection and quarantine

The subject of determining the appropriate topics for the course has been somewhat answered in the above discussion. First, general economic terminology should be introduced. The terms should allow the student to communicate general concepts effectively. For example, terms such as inflation, unemployment,

trade, markets, etc. should be thoroughly mastered. Combinations of familiar terms should then be built from these (e.g. black market, 黑市 combining the familiar term for black with the economic term for market). Next, a thorough exposition of the elements of international trade should be discussed. This would include a full discussion of the various institutions of trade such as the regulatory bodies in the government and the Chinese Central Bank. Of particular importance is the study of the manner of financing internatinal trade. Wik (1984) has a well written explanation of the subtleties associated with financing trade with the PRC. The theory and practice of the letter of credit instrument and the bank drafts, that are such a common part of international trade, should be considered, with sample forms in both English and Chinese. The bill of lading is of importance as a regularly seen document of international trade, as is the problem of port delays that inevitably occur in trade with the PRC, and which serve to create trouble with respect to the bill of lading.

When it comes to advertising, it is certainly understood that in the PRC there is little hope of developing a sense of consumerism. Advertising is simply not allowed on any large scale. Taiwan is not the same. Yet, there is a particular way to advertise in Taiwan which will be most effective to the Chinese audience. The student of Chinese business should certainly be cognizant of these matters. Of no less importance is the proper business conduct for foreign businesspersons to display while in China[8]. A thoughtful instructor of Chinese business will be able

to bring out the more important points associated with Chinese culture.

Finally, we should consider what would be an appropriate goal for the student of intermediate Chinese to seek. As was stated above, one measure would be the skill at reading such business publications as Tien Xia. However it is very difficult to expect that a student of intermediate Chinese could assimilate so much detailed information. Another possibility would be to develop a list of the most important terms used in business in Taiwan and the PRC. This list could serve as a minimum set of vocabulary at which the student could strive to learn. Such a list has yet to be constructed and would constitute an important project.

5. A Short Discussion of the Lectures

In this section we want to discuss some of the lectures contined in an appendix to the paper. The object will be to explain the logic of the topics and the structure of the lessons.

In the first two lectures we have the common supply and demand analysis encountered in all economics courses. This is an important part to the education of any student of business Mandarin, because it will increase both his literacy in business Chinese and will promote an eclectic view of the Chinese economy. The third and fourth lessons makes it clear that it is impossible to understand the workings of the foreign exchange market without a thorough consideration of the forces determining the supply and

demand of foreign exchange. The very fact that the New Taiwan dollar is fixed relative to the U.S. dollar indicates a significant intervention on the part of the Chinese Central Bank. This is important to the international trader since it affects the ability of the trader to finance his trade. If Taiwanese cannot get sufficient foreign exchange, exports to Taiwan may be exceedingly difficult to effect.

The first four lessons give a short introduction to both theory and application. The variables which affect demand in general are discussed, giving the student the opportunity to learn important economic terminology that will be used frequently.

The fifth lesson deals with the simple structure of international banking as it applies to Taiwan. This is again important of the student in learning the various terms used in financing international trade. For example, when the Taiwan importer applies for a letter of credit, in order to purchase an American exporter's goods, he will employ a domestic Taiwan bank which has a correspondent relation with an American bank. The operation of such banks is central to the smooth flow of goods and payments from one country to another. It is inconceivable that a course in business Mandarin could be constructed in which the subject of international banking was excluded. A similar imperative can be seen as applying to the sixth lecture, since it deals with the logical flow of international trade. That lecture represents a step by step discussion of the process of international trade, without specific reference to Taiwan or the PRC. Of course, the terminology which is used is standard to both

countries whenever this is possible. The institutions cannot be the same, and trading procedures between the two countries also have considerable differences.

The last two lessons are combined to give a picture of the overall economy of both Mainland China and Taiwan. Since the lessons are basically limited to around five hundred characters in length, these last two lectures represent a change in structure. The various sectors of the PRC are first presented, so that the student can become familiar with the important features of the economy. This will prove useful to the student of business Mandarin when discussing economics with Chinese counterparts.

6. Conclusions

In this paper we have attempted to provide an introduction to some of the problems inherent in the construction of an intermediate course in business Mandarin. Several things were learned in this attempt. First, we saw the need clearly demonstrated for such a course. Much of the current U.S. trade problem can be traced to a slowness of U.S. business to get involved with a marketing infrastructure in China. Second, we saw that there is very little in the way of basic texts in the area of business Mandarin. The Chinese (following the Japanese) have provided a first step with the publication of Chinese 500. We also saw that support materials are available in Chinese, but must be simplified considerably in order for the beginning student to be

able to profit much from them. Third, decisions regarding simplified versus complicated characters, along with decisions regarding the appropriate romanization must be made. In addition, terminology must be thoroughly inspected to see that the terms being used are largely the common terms in usage both in the PRC and in Taiwan. Finally, the construction of a meaningful course in intermediate business Mandarin should incorporate the various useful institutions and procedures of international trade with the CHinese. The bureaucratic nature of the Chinese, both in Taiwan and the PRC makes this a quite formidable task. However, a sincere attempt to move forward this microeconomic, educational task will be rewarding for individual and society alike.

Footnotes

1. The idea behind this comment is that economic theory generally says the amount of imports, relative to exports, which a country experiences is related to two basic variables. The first is the exchange rate that exists between the two countries. If a country s currency becomes more expensive relative to other countries currencies, it will not be able to easily sell it's goods in the world market, whereas the opposite is true for foreign countries, where the price of their money is falling. The second factor says that if a country such as the U.S. has much faster growth in real income relative to other countries, then we would expect that the U.S. would generally buy more from these countries than they would by from the U.S.. Both of these factors would serve to contribute to a current account deficit (i.e. a deficit in trade). Neither of these explanations however seem to hold for the case of Taiwan, where the exchange rate has been fairly constant and where real income in Taiwan has grown much faster than in the U.S..

2. The Peoples Republic of China buys a great deal of raw cotton from states such as Texas and Arkansas. It then uses these raw materials to manufacture cotton textile products, which are subsequently sold back to the U.S. at much higher value added prices. The foreign exchange which is earned off of this differential is used to buy other agricultural products and high-tech goods from the U.S. and Japan. The U.S. has a Multi-Fiber Agreement which discriminates quite heavily against countries such

as the PRC. In particular, the U.S. considers textiles which are processed in Hong Kong (or some other third country), but which originated in PRC, as part of the PRC quota of textiles. Before this "country of origin" rule, the PRC was able to indirectly exceed the quota by first selling the textiles to some of the other countries of Asia (and more recently the Carribean) which in turn used their "half-filled" quotas to export freely to the U.S..

3. Actually there are quite a few book written in Chinese on the subject of business and economics. Even in the PRC there has recently appeared books dealing with market economics (e.g. a 1982 translation of Paul Samuelson's Economics). The problem with these texts is that while they are well written and cover a great deal of useful information, they are too detailed for an intermediate course. They overwhelm the non-native speaker. There has simply not been much of an effort made (outside of Chinese 500 spoken or in the paper) to develop a business Mandarin text.

4. There is ample evidence that the traditional Chinese courses have tended to emphasize the sociological and historical perspectives of the Chinese language. A casual perusal of the most recently published books on Chinese will show that such books are concerned mainly with the speeches of political leaders, memoirs of political leaders and writers, poetry, prose and history.

5. It is interesting that the book Chinese 500 was produced as a joint publication involving the Beijing Foreign Language Institute and the Beijing Institute of Foreign Trade. It appears that this demonstrates quite forcefully the need for close cooperation between the language departments and the business schools in U.S. universities. I might point out here that the Nissan Corporation of Japan has published a book called Business Japanese which is very much like Chinese 500. Again it was a close cooperation between business and language experts that brought the publication about.

6. The 1981 edition of this book indicated that regulations and application forms for the various documents, as well as the number and type of documents, change about every two years. This makes the construction of the intermediate course in business Mandarin an on-going process.

7. An excellent source dealing with banking regulations and having sample documents is the 商業銀行之經營及實務

8. For a short discussion of this see "Talking Business in China", A.E.I. Rae, China Quarterly, pp. 271-280.

Bibliography

Altman, E., ed. Financial Handbook, fifth ed., John Wiley and Sons, New York, 1981.

Beijing Foreign Language Institute and Beijing Foreign Trade Institute, Chinese 500, Foreign Language Press, Beijing PRC 1982.

Council of Economic Advisors, The Economic Report of the President 1984.

Fenn, C.H. The Five Thousand Dictionary: Chinese-English, Harvard University Press, 1942.

The U.S. Department of Commerce, Marketing In Taiwan, 1981.

Wik, P., How to Do Business With the Peoples Republic of China, Reston Publishing Co., 1984.

Faculty of Peking University, Modern Chinese: A Basic Course, Dover Press, New York, 1971.

_____, Modern Chinese: A Second Course, Dover Press, New York, 1981.

Wang, F., Read Chinese Book I, Far East Publications, New Haven, 1958.

Chang, R.F., Read Chinese Book II , Far East Publications, New Haven, 1958.

Wang,F. and Chang, R.F., Read Chinese Book III , Far East Publications, New Haven, 1971.

De Francis, J., Beginning Chinese Reader

_____, Intermediate Chinese Reader

_____, Advanced Chinese Reader, Yale University Press, New Haven, 1965.

M.G. Tewksbury, and Fenn, C., Speak Mandarin, Far East Publications, New Haven, 1948.

Takamizawa, H., Business Japanese: A Guide to Improved Communication, International Division of Nissan Motor Co., Tokyo, Japan, 1984.

Appendix I

	Chinese	Pin Yin	English
1.	辦	bàn	manage
2.	辦公室	bangongshi	office
3.	辦理	banli	manage
4.	保證	baozheng	guarantee
5.	本錢	benqian	capital
6.	幣	bi	currency
7.	幣制	bizhi	currency system
8.	菜市	caishi	food market
9.	產量	chanliang	output, volume of production
10.	產品	chanpin	products
11.	產物	chanwu	products
12.	產業	chanye	property
13.	車費	chefei	transportation by car, truck, etc.
14.	出產	chuchan	produce
15.	出價錢	chu jiaqian	offer a price
16.	處理	chuli	manage
17.	船費	chuanfei	transportation costs by boat
18.	存錢	cun qian	save money
19.	帝國主義	diguo zhuji	imperialism
20.	抵制	dizhi	boycott
21.	調換	diaohuan	to exchange
22.	定規	dinggui	fix, decide
23.	法律	falu	law
24.	分佈	fenbu	distribution
25.	豐富	fengfu	rich, abundant

	Chinese	Pin Yin	English
26.	福利	fuli	welfare
27.	港幣	Gangbi	Hong Kong currency
28.	工人階級	gongren jieji	working class
29.	工商業	gongshangye	industry and commerce
30.	公社	gongshe	commune
31.	共同福利	gongtong fuli	common welfare
32.	公益	gongyi	common good, public good
33.	供應	gongying	supply, furnish
34.	官價	guanjia	official price
35.	廣告	guanggao	advertisement
36.	國際	guoji	international
37.	合作事業	hezuo shiye	cooperative enterprise
38.	黑市	heishi	black market
39.	花錢	hua qian	spend money
40.	花費	huafei	expenditure
41.	換錢	huan qian	exchange money
42.	計劃經濟	jihua jingji	planned economy
43.	加價	jiajia	raise prices
44.	交費	jiaofei	pay fees
45.	交易	jiao yi	barter
46.	節省	jiesheng	economize
47.	節約	jieyue	frugality
48.	金錢	jinqian	money
49.	進錢	jinqian	receive money as income
50.	經費	jingfei	expenditure

51.	經濟	jingji	economics
52.	利	li	profit; advantage interest
53.	利益	liyi	profit, advantage, benefit
54.	領情	lingqing	be under obligation
55.	零用	lingyong	miscellaneous expenses
56.	落價	luojia	fall in price
57.	美金	Meijin	American money
58.	謀生	mousheng	earn a living
59.	農產	nongchan	farm produce
60.	農場	nongchang	farm
61.	農民階級	nongmin jieji	peasantry
62.	批發	pifa	wholesale
63.	窮人	qiongren	a poor person
64.	取錢	quqian	withdraw money
65.	人工	rengong	labor
66.	人民幣	Renminbi	Peoples Currency
67.	商	shang	commerce, trade, businessman, merchant
68.	商會	shanghui	chamber of commerce
69.	商量	shangliang	bargain over
70.	社會主義	shehui juyi	socialism
71.	生產技術	shengchan hezuoshe	producers' cooperative
72.	生活水準	shenghuo shuizhun	standard of living
73.	省錢	sheng qian	save money
74.	剩錢	sheng qian	money left over
75.	市	shi	market

76.	市面	shimian	state of the market
77.	收	shou	receive, collect
78.	收據	shouju	receipt
79.	收入	shouru	income
80.	收條	shoutiao	a receipt
81.	收支	shouzhi	income and outlay
82.	私產	sichan	private property
83.	通商	tongshang	to trade, to carryon commerce
84.	土產	tuchan	local products
85.	消	xiao	consume
86.	消費的	xiaofei	consumers
87.	消費合作社	xiaofei hezuoshe	consumer's cooperative
88.	消路	xiaolu	market for goods
89.	信用	xinyong	trust, credit
90.	養老金	yanglaojin	pension
91.	要求	yaoqiu	demand
92.	銀行	yinhang	bank
93.	紙幣	zhibi	paper currency

Appendix II

	Chinese	Pin Yin	English
1.	办	ban	to manage or build
2.	代表	daibiao	to represent
3.	發明	faming	to invent
4.	革命	geming	to take revolution
5.	工作	gongzuo	to work
6.	工厂	gongchang	factory
7.	工人	gongren	worker
8.	工业	gongye	industry
9.	共产主义	gongchanzhuyi	communism
10.	共产党	gongchandang	the communist party
11.	交流	jiaoliu	to exchange
12.	借	jie	to borrow, to lend
13.	票	piao	ticket
14.	錢	qian	money
15.	劝	quan	to advise, to persuade
16.	社会主义	shehuizhuyi	socialism
17.	社員	sheyuan	member of a cooperative
18.	社長	shezhang	head of a cooperative
19.	生产	shengchan	to produce
20.	收入	shouru	to get an income, income
21.	首都	shoudu	capital
22.	展覽	zhanlan	exhibition, to exhibit
23.	資本主义	zibenzhuyi	capitalism

Appendix III

1. Dictionary of Accounting and Business 《英漢會計商業用語》, 葉于鑫
2. Dictionary of Trade Practices 《貿易實務辭典》, 蔡晓明
3. Encyclopaedic Dictionary of Commerce 《商科大辭典》 王廣亞
4. Dictionary of Practical International Trade Terms《實用國際貿易辭語彙解》 秘惠民
5. Concise Dictionary of Foreign Trade 《簡明對外貿易手册》
6. Manual of International Trade Terms 《國際貿易名詞手册》 李香峰
7. Dictionary of Economics《經濟學辭典》 周憲文
8. Dictionary of Economics 《英漢經濟辭典》 何士芳
9. Dictionary of Economic Science 《經濟科學大詞典》 高爾柏
10. New Dictionary of Economics 《經濟學新辭典》 高叔康
11. Economic Terminology Dictionary 《經濟學名詞》 國立編譯館
12. Encyclopaedic Dictionary of Finance and Currency《財政金融大辭典》張一凡
13. Dictionary of Money and Banking Terminology 《貨幣銀行術語辭典》 楊希志、
14. Phrases of Government Law,Commerce and Education《英漢政治法律商業詞彙》 趙明高

The above dictionaries are a recent listing of dictionaries that can be found in the Library of Congress.

Appendix IV

Ten Lectures on International Finance

第一課：需求

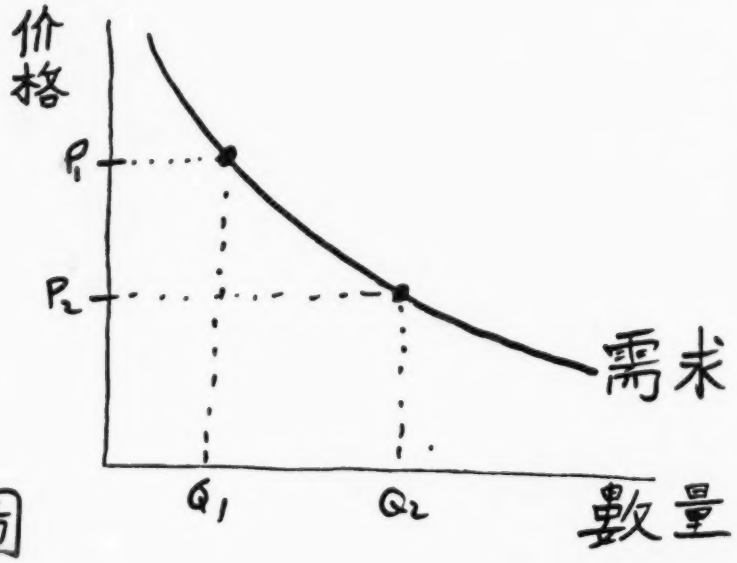
在經濟學中我們最重要的是研究供給和需求的關係。每一個市場都有需求和供給。如果我們要研究經濟的問題，我們就要看一看需求和供給。

通常產品X的需求要考慮四個方面：

1. X的价格
2. 人們的收入
3. 人們的愛好
4. 別的代用品的价格

在下面有二個圖。第一個圖主要是講一條曲綫。這是

一條關於產品X的需求曲線，在价格P_1的地方，P_2的价格比較高，需求的數量

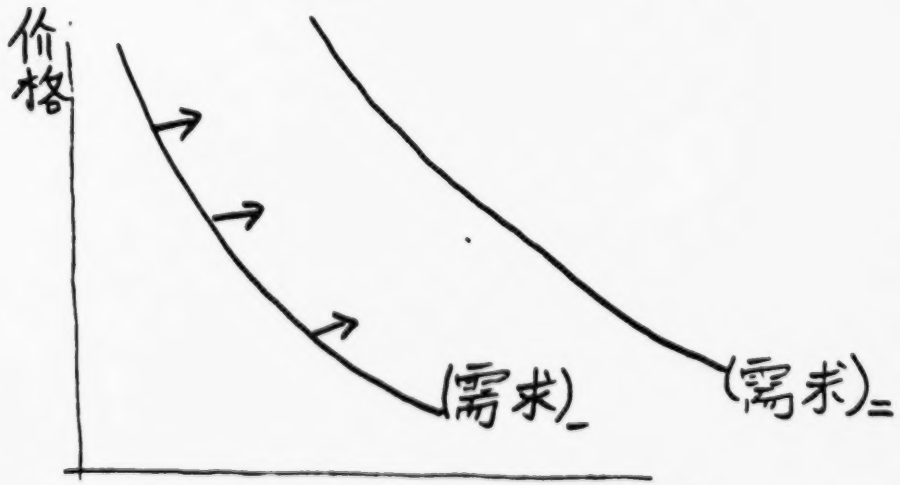


第一圖

就比較少。可是，在P_2的地方，P_2的价格比較低，需求的數量就比較多。這就是說，价格高了，消費者的收入能够買的東西數量比較少。如果

价格低了，消費者的收入能够買的東西數量就比較多。

第二個圖是講有的時候，需求曲綫會改變。需求的改變通常有二個原因。第一個原因是有的時候，人們的收入改變了，如果收入比以前多了，需求的產品五就會比以前多，需求曲綫就會



第二圖

何右邊移動·當然，如果收入少了，需求的東西數量也比較少，需求曲線這時就會何左邊移動·需求曲線改變的第二個原因是有的時候X的代用品的价格比以前高了，人們都不去買那個代用品，都去買X，因為X的价格沒有改變·這個時候X的需求數量比較多，需求曲線就何右邊移動·當然，如果代用品的价格低了，X的需求曲線就會何左邊移動·

第二課：供給

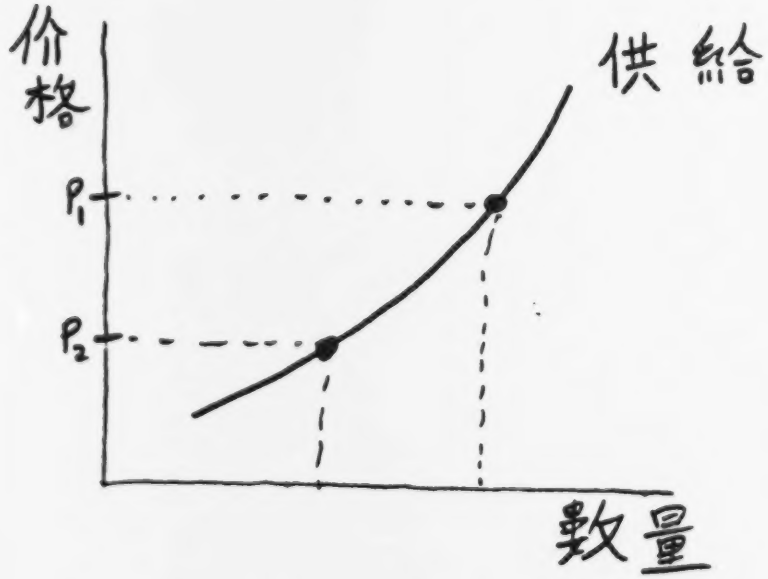
上一課，我們講了需求的意義。這一課我們要看一看供給的意義。每一個公司都供給產品。右第三個圖中，在F的地方，P的价格比較高，供給的數量Q也比較多。這是因為如果价格高了，公司就願意多生產，供給就多了。价格高了，公司可以賺比較多的錢。如果公司賺的錢多了，就能生產更多的產品，這样供給也會多了。在E的地方

段的价格比較低，供給的數量就比較少．這是因為价格低了，公司就不願意多生產．當然价格低了，公司賺不到足够的錢，也就沒有能力多生產產品．

這也就是說，在每一個价格P的地方，供給的數量表示了一個公司願意賣和能够賣的產品的數量．价格高了．供給的數量就高，价格低了，供給的數量就低．

而且，如果价格高了，供給的公司也越来越多。每一個公司都生產越来越多的產品，供給的數量就越来越多。

通常，關於供給，我們也考虑四個方面。

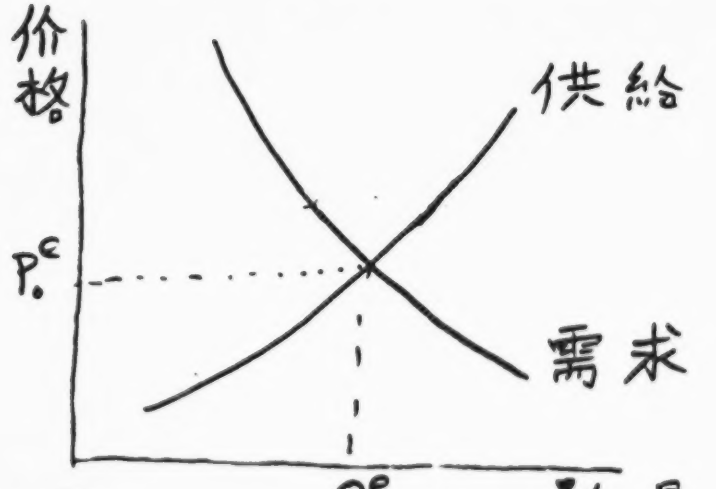


第三圖

1. 產品X的价格
2. 工錢的情況
3. X的代用品的价格
4. 天氣的情況(如果X是一種農業產品)

第三課：供給與需求

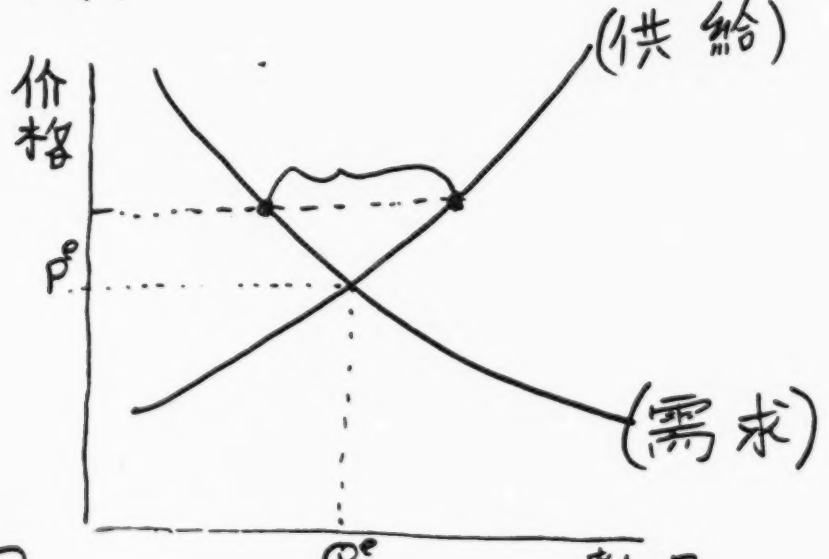
現在，我們要把需求與給放在一起看一看。第四圖是解釋產品五的需求和供給。



第四圖

在五的价格是 P^e 的地方，五的數量就是 Q^e。我們叫 P^e 均衡价格，叫

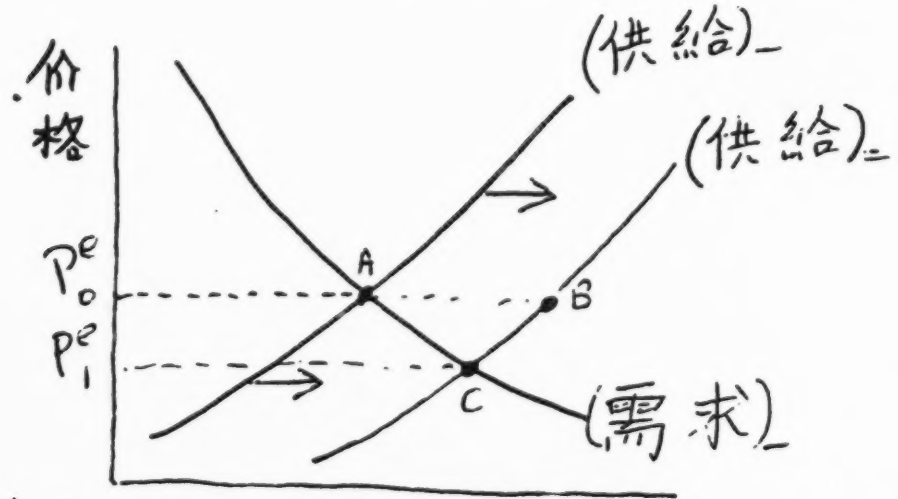
Q^e 均衡數量。如果价格比 P^e 高，需求就會減少，供給就會增多。這样又的市場上產品很多，買的人很少，產品就有了多餘。



第五圖

如果在產品又的市場上，

X的供給多了，供給曲線向右邊移動。(看圖六)原因可能是每個生產的公司都賺了很多錢，所以有很多新的公司都要生產X.

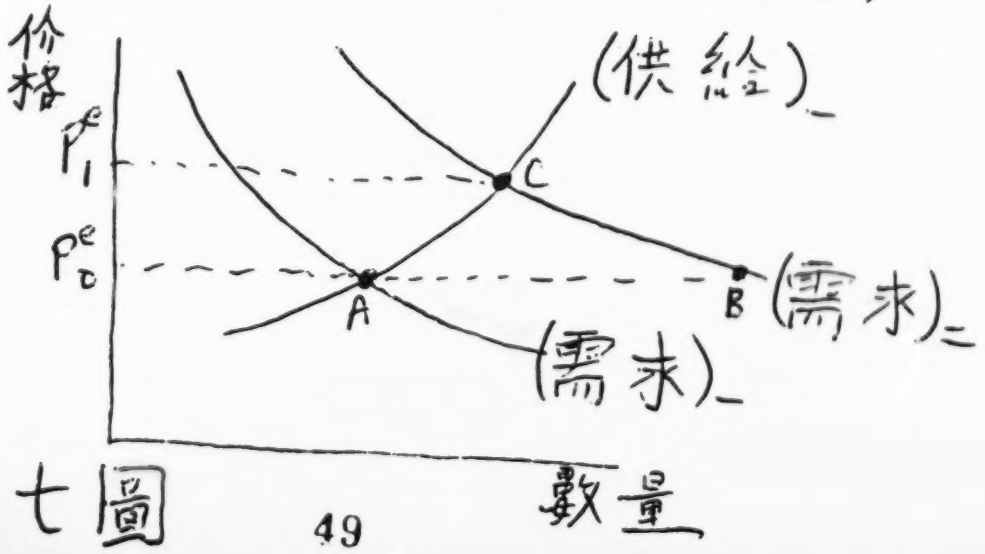


第六圖

這樣供給多了，在老的

价格的地方，現在就有了多餘的產品。所以，均衡价格就要減低。從 P_0^e 的地方移到 P_1^e。這樣的均衡点就是C点。

如果需求向右邊移動，也就是說消費者需求的數量增多了（看第七圖）。

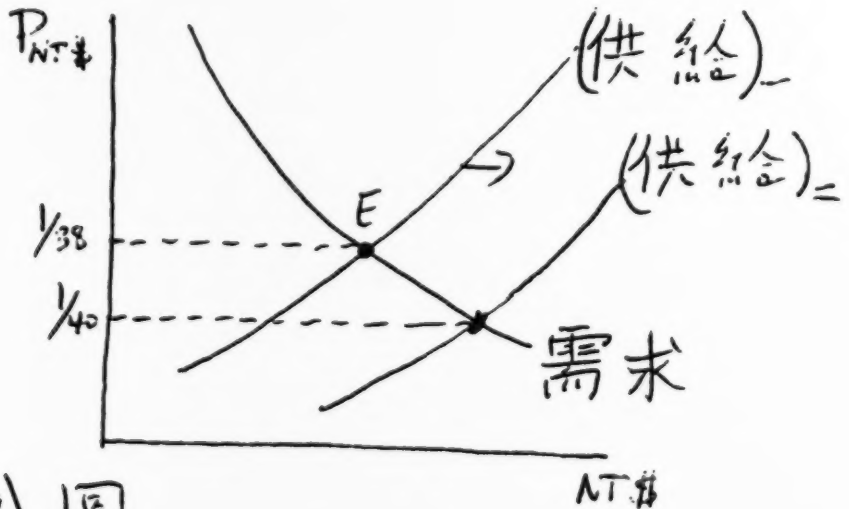


第七圖

如果供給沒有改變，這樣X市場上要買X的人很多·X的需數量很多·供給的數量沒有那麼多，在X的市場上就有一個短缺·這樣价格就會變高，從P_0的地方移動P_1的地方·均衡点從AB的地方移到C点·

第四課：國外匯兌市場

這一課我要講國外匯兌市場。我們要解釋外匯的需求和供給。這一次，价格是外匯交換率，數量是國內的錢的數量。下面第八圖就是講解台灣的外匯市場。



第八圖

价格是美元和台灣元的交換率。當然我們也可以用日元和台灣元或別的國家的錢。實際上，如果我們想要知道台灣元的价值，就应該看一看台灣元和其他所有的國家的錢的交換率。

在E点的地方，一元美金可以換三十八元台币。

如果台币的供給多了，供給曲綫就會向右邊移動。可是台币的需求沒有增加，這樣台灣元的价值就減低了。一美元就可以換到四十元台币。

供給為什麼會向右邊移動呢？因為如果有很多台灣人要買美國產品，或者是要買美國

的證券。他們都要用台币換美元。

可是，如果有很多美國人要買台灣的產品或者台灣的證券，台灣的錢的需求就會增多，需求曲綫就會向右邊移動。外匯率就越來越高。台币的价值也就越來越高。

有的時候，政府會固定外匯率．政府為什麼要固定外匯率呢？因為這樣外匯交換率就比較穩定．政府要把交換率固定在均衡点的地方，中央銀行就要買賣台灣元．如果外匯市場有多餘的台币，中央銀行就要用美元買台灣錢．